DOCUMENT RESUME

ED 214 115 CS 006 531

AUTHOR Condas, Anastasia C.
TITLE An "All Right" High School Reading Program.
PUB DATE Nov 81
NOTE 35p.; Paper presented at the Annual Meeting of the California Reading Association (15th, Anaheim, CA, November 5-7, 1981). Not available in paper copy due to marginal legibility of original document.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Classroom Techniques; Course Content; Course Descriptions; High Schools; *Program Content; *Reading Centers; Reading Improvement; *Reading Instruction; Reading Material Selection; *Reading Programs; Remedial Reading; Student Attitudes

ABSTRACT

Noting the importance of a relaxed atmosphere, the availability of all kinds of reading materials, and an unpressured, out-in-the-open approach to measuring student progress, this paper describes the activities and resources that constitute a successful high school reading program. The discussion focuses on the types of books, diagnosis, philosophy, environment, and success of the reading program created at the Monte Vista High School in Castro Valley, California. An appendix contains samples of handouts, forms for record keeping, filmographies, reading tests, order forms, and book lists used in the high school's reading center, where the five reading classes meet. (RL)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Anastasia C. Condas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Anastasia C. Condas, Reading Specialist
17766 Hillside Court
Castro Valley, CA 94546

ED214115

# AN "ALL RIGHT" HIGH SCHOOL READING PROGRAM

The sixty resident students in the five Reading Lab classes at Monte Vista high school agree that it's the atmosphere that makes the Reading Lab an "all right" place and a favorite class. Ask what they mean by "atmosphere" they say the peace and quiet, the comfort of the couches and cushions, the availability of all kinds of books on all sorts of subjects of interest at all levels of reading ability, and the unpressured, out-in-the-open approach to measuring their progress. It's also the balance between working on specific reading and writing skills and free reading time, the freely-offered help in tackling reading and writing assignments from other classes, and the opportunity to select books and other materials to be ordered for the classroom. It includes the welcome extended to the entire school to drop in, to borrow books, and to read, making the Reading Lab as much a part of the life of the school as the Student Commons. There is no stigma attached to being a Reading Lab student. No one is assigned to the class--students come because they choose to. It all adds up to an atmosphere of informality, acceptance, encouragement, and achievement which contributes not only to progress in reading and writing skills, but to increasing self-esteem.

In their semester evaluations of their Reading Lab class, students agreed unanimously that the quiet and the couches were at the top of the list in making it a great class. The quiet is perpetually encouraged and maintained. "If you're talkin', you ain't learnin'" drawls the cowboy on a poster in a prominent place in the room. "Talkin'" isn't necessary, certainly, for the first ten or fifteen minutes of each period which is used for USSR or

CS806537

BEST AVAILABLE COPY

Uninterrupted Sustained Silent Reading. At this time students may read anything they wish, which inevitably includes well-worn copies of motorcycle magazines, Mad, Seventeen and various paperbacks such as Guinness' Book of World Records. The remainder of the period is spent on the reading of teacher-approved paperback novels or in completing short assignments prescribed on an individually diagnosed basis which include lessons designed to help pass the competency tests.

The Lab's five much coveted couches, all donations from community members, are arranged around the room facing the walls in order to afford the students as few distractions as possible. Portable study carrels are available for use on the worktables in the center of the room or tucked away in two of the corners. Here, individual work, tutoring, or conferencing can be done with a minimum of disturbance to or from others. Wall to wall carpeting, a door that closes out the sounds from other classes, and the room's location away from the well-trafficked walkways also contribute to the Lab's quiet atmosphere.

The books, which create much of the Reading Lab's visual atmosphere with their varied colors and shapes, fall roughly into two categories: paperbacks, chosen for the most part by the students, and materials designed specifically for remedial reading, reading improvement, or survival skills. The students choose the paperbacks by perusing monthly book club brochures and catalogs. Information sheets they had filled in when they entered the class are also consulted for interests and hobbies before orders are placed. The kits and workbook type materials designed for specific skills improvement are ordered periodically with regard to the students' changing needs and determined by results of tests made up of some of the sample

questions from the district's high school competency tests.

Diagnosis usually begins with the Gates MacGinitie Reading Tests, Survey E which is given to all incoming freshmen and transfer students, and any student who scores two years or more below his grade level is then presented with the opportunity to enroll in one of the labs. Once in, the Slosson and perhaps the Nelson and others are used for formal and informal testing. These scores and their implications are discussed with each individual as he enters and plans are made with each according to his strengths and weaknesses. At the end of the first quarter the student is given his first post tests. As he proudly views the gains he's made, his fear of tests is partially allayed, his self-confidence soars, and he begins to believe that the only way to learn to read better is by reading more and more--just as he was told.

During the past several years, Gates MacGinitie test results have shown an average gain of approximately 2.0 years in comprehension per non-exceptional student during two semesters of attendance. In addition, the majority of Reading Lab students have the distinction of passing the district's reading competency test on their first try. These impressive results can be attributed to the philosophy that students need to read in order to become better readers and writers. Our philosophy includes The 12 Rules for Improving Reading which are reprinted below. They are posted in a conspicuous place in the Lab where students can see them and periodically grin and nod in agreement.

THE 12 RULES FOR IMPROVING READING

1. Read.
2. Read.
3. Read some more.
4. Read anything.
5. Read about everything.
6. Read enjoyable things.
7. Read things you yourself enjoy.
8. Read, and talk about it.
9. Read very carefully, some things.
10. Read on the run, most things.
11. Don't think about reading, but
12. Just READ.

--John C. Dana

In living this philosophy, each student is required to read three to five books each quarter in addition to the individual specific reading and writing skills work assigned him or any assignments from content area classes in which he requires assistance. Some of the reading is done during class time, but the bulk of it is done at home. After the student completes each book, he discusses it with the teacher who notes strengths and weakness in recall, etc., as well as the number of pages read. A number of points are assigned for each page read, and at the end of the quarter these are added to those earned for other assignments to determine the report card grade.

Although the majority of Reading Lab students earn A or B grades, other forms of recognition may be awarded them as well. A student who has earned a high number of points, or who has completed his first book ever, or a large number of books, or has made substantial gains in one of his weak areas in a post test may receive a principal's "Letter of Acclaim." (See Appendix) In lucrative times he may also have the opportunity to claim a more tangible award such as a coupon for a free pizza, tickets to movies or ice skating, a wall poster, or whatever might be on hand through the generosity of local businesses.

The Reading Lab's philosophy is so effective, it has spilled over into other English classes where a portion of the student's grade depends on the quantity and quality of outside reading he does. Here, too, there are periods of sustained silent reading and carefully kept records of student-teacher conferences and numbers of pages read.

The Reading Lab's atmosphere and success is due in part to its two or three student or parent aides. There are those who spend an hour each day while the others may have only an hour a week to spare, or may work on projects at home. Some of the parents have been retired experienced teachers while others are talented parents or just super human beings. Almost without exception, they all bring with them the warmth and acceptance, patience and approval that

nurture and turn even the most defeated and hostile of our youngsters into self-assured, achieving individuals.

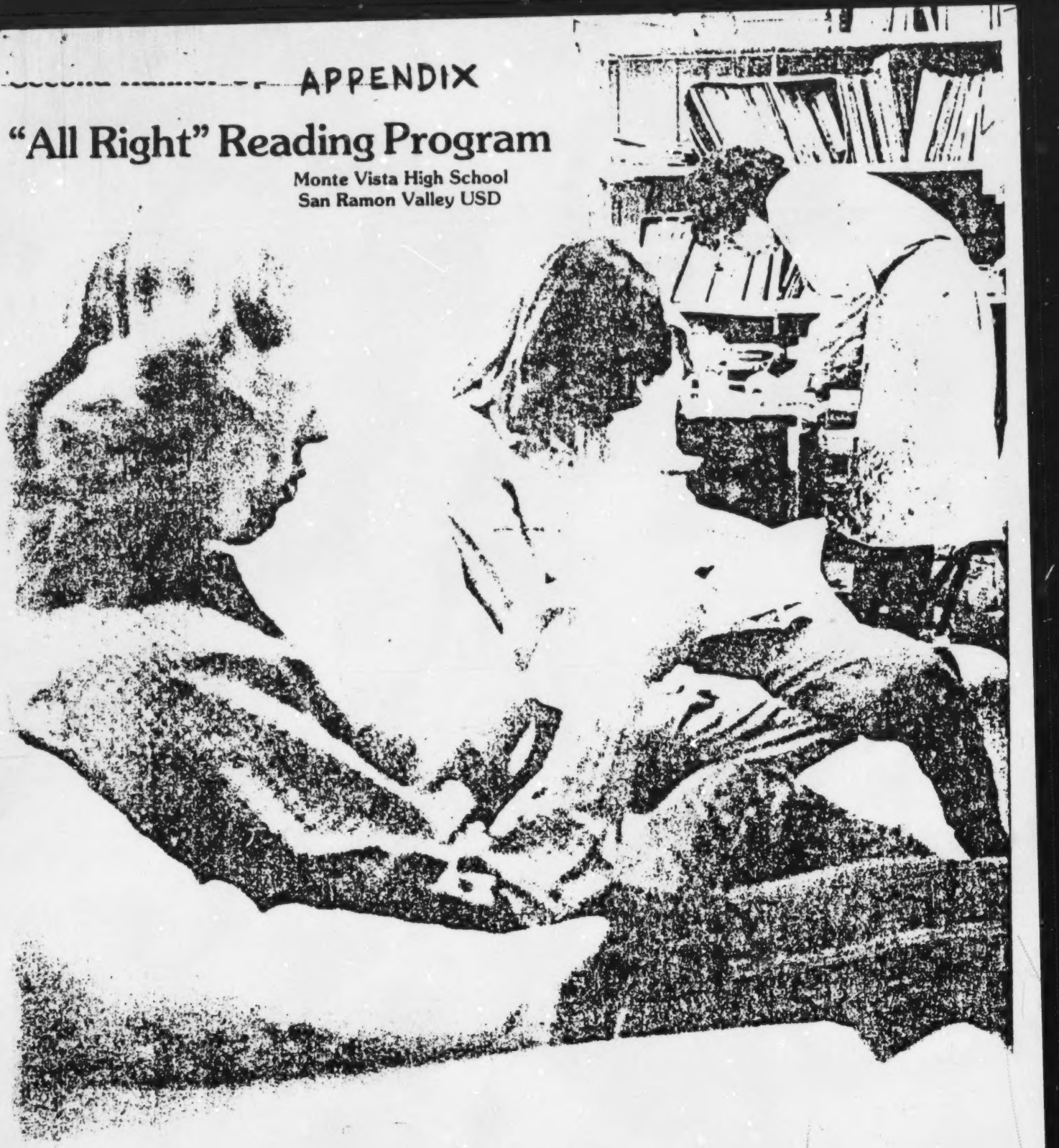
Helping our students become achievers starts the very first week of school in September when the inevitable question is being echoed by so many. "Is this the dumb class?" This question is never repeated after our annual period-long slide presentation showing former Reading Labbers who are or were football, tennis, or bullriding champs, or who won scholarships or prizes in baking, welding or painting. During the year former students drop in both spontaneously and by invitation and talk about their success, most of it earned because they were willing to work hard to overcome their verbal handicaps and they stuck to whatever they were doing. Last year's visitors included a former volunteer parent, Frances Miller, who not only went on to get her credential in teaching, she wrote a novel inspired by our students called The Truth Trap which was published by E. P. Dutton last year.

Do our students continue to read and blossom away from the Reading Lab? A unanimous "yes" from them, other teachers and from their parents who fill in the yearly questionnaires sent out to help evaluate the program. Both parents and students agree it's the continuous reading as well as the atmosphere, plus the caring on everyone's part that make for a better student, and in the end, a functioning, self-sufficient human being and citizen.

APPENDIX

# "All Right" Reading Program

Monte Vista High School
San Ramon Valley USD



Anastasia C. Condas

Reading Specialist

THE 12 RULES FOR IMPROVING READING

by John C. Dana

1. READ.

2. READ.

3. READ SOME MORE.

4. READ ANYTHING.

5. READ ABOUT EVERYTHING.

6. READ ENJOYABLE THINGS.

7. READ THINGS YOU YOURSELF ENJOY.

8. READ, AND TALK ABOUT IT.

9. READ VERY CAREFULLY, SOME THINGS.

10. READ ON THE RUN, MOST THINGS.

11. DON'T THINK ABOUT READING, BUT

12. JUST READ.

- with T. V. off!

Reading Lab - Monte Vista
Anne Condas, Reading

Out of the Woods

I read the Sonnets last night
without moving my lips
or heart.
I lightly lingered
the Dark Lady
during
station
identification
and learned something or other
about love
and life.

Tonight I plan to read the Psalms
Dynamically
and learn about God
during Kojak commercials.

Norman Fredman
Queens College, New York



1

READING LAB POLICY

The purpose of this class is to help you improve your reading, writing and study skills--if you do all the work and attend all the classes. In Reading Lab class you must do reading and writing assignments and take tests.

BEHAVIOR

You are expected to work quietly in this class. There is to be no talking to anyone except the teacher. The class must be quiet so everyone can read and work without distractions. You will be expected to work quietly for longer and longer periods of time. By the end of the first quarter you should be able to work or read for an entire period without stopping.

ATTENDANCE

The district rules on attendance apply here as well as other classes. Be sure you read and follow them. Because Reading Lab classes have so few students, when you are absent, it is very noticeable. You will receive 50 points for each day you attend class. If you are late, one point will be taken off for each minute you are tardy. Three tardies of over 10 minutes each are counted as a cut. If you have three cuts, your counselor, the dean, and your parents will be informed. You may be asked to leave the class to give your space to some other student who is really interested in improving. If you don't come to class, you can't improve.

GRADES

Your grade depends a great deal on the amount of attendance and work points you earn. You are to keep track of your own points. Your grade also depends on the number of books you read each quarter. These books must be okayed by the teacher before you begin reading them. YOU ARE EXPECTED TO SPEND AT LEAST ONE HOUR EACH NIGHT AT HOME READING THEM. You will receive three points for each page you read at home or at school. This applies only to the approved books.

In order to receive full credit for Reading Lab

Freshmen must read 3 books — Juniors must read 4 - 5 books

Sophomores must read 4 books — Seniors must read 5 books

After you finish reading each book you must see the teacher for a book check. After you have your book check, the teacher will tell you if you get credit for reading the book. If you get an A on your report card for the first quarter, you must read one book more the next quarter in order to keep your A.

The number of points needed to earn grades are usually like this:

Over 5,000 points for an A

Over 4,000 points for a B

Over 3,000 points for a C

If you earn less than 3,000 points, you will probably get less credit for the class. This is called partial credit. (You will need those credits to graduate.) All assigned work must be completed it you want full credit. If you do not complete all the assignments, or if you do not take the final exam, you may receive a NM on your report card. That means no mark and no credit at all.

MOST READING LAB STUDENTS MAKE A's or B's on their report cards because they work hard to improve their skills.

You will be given a progress report or "cinch notice" if you are not doing a good job. This is to warn you that you may fail the class or get partial credit. You are to take it home to your parents. They are to readit, sign it, and you are to return it. You may get a progress report to say you are doing a good job. So be sure to tell your parents to read carefully!

NOW YOU ARE TO TAKE THESE PAPERS HOME TO YOUR PARENTS SO THEY CAN READ THEM AND SIGN THEM. Both you and your parent are to sign them. Then you return them to school. Call the teacher if there re any questions. The Reading Lab number is 820-2900, ext. 275.

*Student's signature _____ Date _____

Parent's signature _____ Date _____

*When you sign this paper, it means you have read it and understand it.

READING LAB
Monte Vista High School
3131 Stone Valley Road
Danville, Calif. 94526

Dear Parent,

The best way to improve one's reading is by reading more. Part of your youngster's Reading Lab requirement is to read the equivalent of three novels or more per quarter.

Since we also work on other competency skills during classtime, a great deal of this novel reading will have to be done at home. Your youngster, therefore, will be required to read at home for one hour each night, and to count the number of pages read so that he can push himself to increase the number at each sitting. (The best time to do the reading is probably just before bedtime when the house is quiet and there are fewer distractions.)

Your youngster may read novels of his own choosing subject to my approval. To facilitate matters, would you therefore fill in the permission slip below and see that it is returned to the Reading Lab as soon as possible?

Thank you,

Anne C. Condas
Reading Specialist

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

_____ has my permission to read any novel
(Student's name)

he/she chooses as part of his Reading Lab requirement.

Your signature_____ Date_____

Name _____ Per. _____

| Date | Work Finished | Work Points | Attendance | Daily Total | Final Total |
|---|---|---|---|---|---|
| | Read at home 3 x ___ pp. = ___ pts.<br>Read in class 3 x ___ pp. = ___ pts. | | | | |
| | Read at home 3x ___ pp = ___ pts.<br>Read in class: 3 x ___ pp. = ___ pts. | | | | |
| | Read at home 3x ___ pp. = ___ pts.<br>Read in class 3x ___ pp. = ___ pts. | | | | |
| | Read at home 3x ___ pp = ___ pts.<br>Read in class 3 x ___ pp = ___ pts. | | | | |
| | Read at home 3 x ___ pp = ___ pts.<br>Read in class 3 x ___ pp. = ___ pts. | | | | |
| | Read at home 3 x ___ pp = ___ pts.<br>Read in class 3 x ___ pp = ___ pts. | | | | |
| | Read at home 3x ___ pp = ___ pts.<br>Read in class 3 x ___ pp = ___ pts. | | | | |
| | Read at home 3 x ___ pp = ___ pts.<br>Read in class 3 x ___ pp = ___ pts. | | | | |
| | Read at home 3 x ___ pp = ___ pts.<br>Read in class 3 x ___ pp = ___ pts. | | | | |
| | Read at home 3 x ___ pp = ___ pts.<br>Read in class 3 x ___ pp = ___ pts. | | | | |
| | Read at home 3 x ___ pp = ___ pts.<br>Read in class 3 x ___ pp = ___ pts. | | | | |
| | Read at home 3 x ___ pp = ___ pts.<br>Read in class 3 x ___ pp = ___ pts | | | | |

WRITING SKILLS TAUGHT IN READING LAB

1. Capitalization
2. Punctuation
3. Sentences
4. Paragraphs
    a. Topic sentences
    b. Supporting sentences
    c. Fact paragraphs
    d. Example paragraphs
    e. Incident paragraphs
    f. Reasons paragraphs
    g. Chronological order
    h. Order of importance
    i. Descriptive paragraphs
    j. Comparison paragraphs
5. Notes and Memos
6. Lists
7. Personal Letters
    a. Invitation
    b. Reply
    c. Thank you
8. Business Letters
    a. Ordering
    b. Complaint
    c. Reply
    d. Inquiry
    e. Job application
9. Resume
10. Application and Other Forms
11. Essays (when time and ability permit )
    a. What essay
    b. Why essay
    c. Comparison/Contrast essay
12. Spelling (personalized)

Anne Condas, Reading Speciali
Monte Vista High

USEFUL BOOKS FOR WRITING SKILLS*

1. California High School Proficiency Examination (Information Bulletin) Educational Testing Service, 1947 Center St., Berkeley, CA 94704.
2. Communication: A Guide to Compostion & Reading, Lipscomb, et. al, S.R.A.
3. Composition: Models and Exercises, Books 7, 8, and 9, or 1st, 2nd, & 3rd Courses, John E. Warriner, ed., Harcourt, Brace & World.
4. English Made Easier, Joseph Bellafiore, Amsco, 1974.
5. English Proficiency: Developing Your Reading and Writing Power, Richard M. Bossone, McGraw-Hill Book Co.
6. Language Workshop, Robert Potter, Globe Book Co.
7. Paragraph Development, Malcolm Moore, Houghton Mifflin Co.
8. Paragraph Power, Wilbert J. Levy, Amsco.
9. The Reading Road to Writing: Sentences, Robert J. Potter, Globe Book Co.
10. Real Life Writing Skills, Beatrice J. Levin, Scholastic Book Services.
11. Sense of Sentences, Wilbert J. Levy, Amsco.
12. Spotlight on Writing (Gr. 4-8), Margaret Zeff & Doris Kitchens, Creative Teaching Press, Inc., Monterey Park, CA 91754. (1977)
13. Spelling Dictionary, Lyons & Carnahan, Inc., 1967.
14. Writing Sense, Robert Potter, Globe Book Co.
15. Writing: Patterns and Practice, Michael & Naomi Grady, Harcourt, Brace, & Jovanovich.
16. Food for Thought (Nova Series) Prentice-Hall, Inc., Eaglewood Cliffs, New Jersey, 1977.
17. Sentence Combining and Instructor's Manual, William Strong, Random House Inc., College Department, 201 East 50th Street, New York, New York, 10022.
18. Project Write, Pat Tanabe Endsley, 1421 Arlington, El Cerrito, California 94530. 19 Also Thoughts Have Wings (on creative writing) at $7.00 each.

*Used in Reading Lab for teaching skills for competency writing.

Anne Condas, Reading Specialist
Monte Vista High School

FILMS TO STIMULATE PARAGRAPHS

1. AND THEN IT HAPPENED Gr. 8-12 Color 18 min.
SOP Productions 1971

2. BUSTED Gr. 7-12 Color 17 min.
Evans 1971

3. CATTLEMAN: A RANCHER'S STORY, 2nd Edition 7-12 Color 22 min.
Encyclopaedia Britannica Films 1964

4. CHEMICAL FEAST, A Gr. 7-12 Color 11 min.
Benchmark Films 1976

5. CHILDREN'S FOUNTAIN 4-12 Color 13 min.
UNICEF Film 1960

6. COPS! WHO NEEDS THEM Gr. 7-12 Color 15 min.
Universal Educ. & Visual Arts 1974

7. DAY IN THE LIFE OF BONNIE CONSOLO 7-12 Color 17 min.
Arthur Barr Films 1975

8. EARTHQUAKE 6-12 Color 15 min.
Civil Defense Preparedness agency 1974

9. EARTHQUAKES: DON'TS AND DO'S Gr. 2-12 Color 11 min.
Churchill Films 1978

10. EAT, DRINK AND BE WARY Gr. 7-12 Color 21 min.
Churchill Films 1975

11. EATING ON THE RUN 4-12 Color 16 min.
Alfred Higgins 1975

12. GIRLS BEWARE 9-TE Black and White 10 min.
Sid Davis Productions 1961

13. IF A BOY CAN'T LEARN TE Color 28 min.
Lawren Productions 1972

14. IMMIGRANT EXPERIENCE, - THE LONG, LONG JOURNEY Gr. 5-12 Color 31 min.
Learning Corporation of America 1973

15. LEO BEUERMAN Gr. 5-12 Color 13. min.
Centron Educational Films 1969

16. LOOK BEFORE YOU EAT Gr. 7-12 Color 22 min.
Churchill Films 1978

17. NIGHT AND FOG 11-12 Color 31 min. (Preview before showing)
McGraw Hill Films 1955

18. NOT SO EASY 9-12 27 min.
Filmfair Communications 1973

19. PHOEBE-STORY OF A PREMARITAL PREGNANCY 9-12 B/W 29 min.
National Film Board of Canada 1965

20. SHOPLIFTING 7-12 Color 21 min.
ACI Films 1974 (Community Protection and Crime Prevention Serie

21. SLAVE'S STORY, A - RUNNING 1000MILES TO FREEDOM 8-12 Color 29 min.
Learninf Corp. of America 1972

22. SOMEBODY'S WAITING TE Color 24 min.
University of California 1972

23. THEY CALL ME NAMES TE Color 22 min.
BFA Films 1972

24. THIS IS FRAUD! Gr. 8-12 Color 8 min.
Filmfair Communications 1972 (Consumer Education Series)

25. WAR Gr. 7-12 Color 22 min.
MacMillan Films 1970

26. WATER Gr. 7-12 Color 29 min.
Paul Fillinger 1973

27. YOUR RIGHT TO A HEARING Gr. 8-12 10 min.
Filmfair Communications 1972

* * *

28. FRANCESCA, BABY 6-12 Color 23 min.
ABC 1976

## READING SKILLS AND CONCEPTS AVAILABLE IN READING LAB

1. Basic sight words
2. Using phonetic analysis
3. Using structural analysis
4. Using contextual clues
5. Vocabulary building
6. Finding the main idea
7. Finding the supporting details
8. Interpreting the facts
9. Inferring meanings
10. Critical reading
11. Flexibility and rate of comprehension
12. Skimming and scanning
13. Reference skills using parts of books, dictionaries, encyclopedias, etc.
14. Test taking strategies
15. General survival reading--labels, signs, bills, graphs, charts, etc.
16. Introduction of literary terms
17. Oral reading practice
18. Silent reading practice requirement outside of class (of novels and short stories)

The skills and concepts above are taught with the materials listed on the attached lists and with teacher-made materials as well as audio visual aids.

ESSENTIALS FOR TEACHING REMEDIAL READING*

1. Basic Reading Skills, Scott Foresman, Co.
2. Breaking the Reading Barrier, Prentice Hall
3. Essential Skills, Jamestown Press
4. Label Talk, New Readers Press
5. McCall Crabbs Test Lessons in Rdng., Teachers College Press
6. New Practice Reader, McGraw Hill Books, Webster Division
7. Read the Instructions First, New Readers Press
8. Reading for Concepts, Mc Graw Hill Books, Webster Division
9. Reading for the Real World, Chas. E. Merrill Pub. Co.
10. Scoring High In Survival Reading, Randam House
11. Six-Way Paragraphs, Jamestown Press
12. Specific Skills Series, Barnell Loft
13. Steps to English, McGraw Hill Book Co., Webster Division (for ESL)
14. Thirty-Six Lessons Using the News to Develop Outlining Skills, Nancy Wisler, Richmond Unified School District.
15. You the Buyer, Globe
16. Stranger than Fiction, Globe



*As well as other bits and pieces

Anne Condas
Monte Vista High Schoo

SOME ORAL READING SOURCES USED IN READING LAB

PLAYS

1. Plays, Xerox Corp.
2. Read Magazine
3. Scope Magazine

SHORT STORIES

1. "Gator Boy" by O'Brian and Ball, Courage, Scholastic
2. "The Monkey's Paw", by W. W. Jacobs, Learning Your Language
3. "A Christmas Tree for Lydia", Ten Tales of Christmas, Scholastic
4. Various selections from Insights.

POETRY

from various poets including Langston Hughes, Alfred Noyes, James W. Piley, Ogden Nash, Rachel Field, etc.

Myths

from various sources

SELECTED SHORT SUBJECTS

1. Mad Magazine
2. Seventeen Magazine
3. Planned Parenthood
4. Gospel from St. Luke
5. Read Magazine
6. Scope Magazine

and others

# McCall Crabbs
## Test Lessons in Reading *

### Book C

| Grade Score | Lesson No. |
|---|---|
| 9.0 | 64 |
| 9.1 | 68 |
| | 36 |
| | 45 |
| 9.2 | 53 |
| | 70 |
| 9.3 | 65 |
| 9.4 | 67 |
| | 58 |
| | 62 |
| 9.5 | 63 |
| 9.6 | 73 |
| 9.7 | 66 |
| 9.8 | 71 |
| 10.3 | 72 |
| 10.5 | 74 |
| | 77 |
| 11.0 | 78 |
| 11.5 | 75 |
| 12.4 | 76 |

### Book D

| Grade Score | Lesson Nos. |
|---|---|
| 6.4 | 2 |
| 6.6 | 7 |
| 6.7 | 5 |
| 7.0 | 28, 1, 10 |
| 7.5 | 32 |
| 7.6 | 21 |
| 7.7 | 46 |
| 7.8 | 59 |
| 8.0 | 24 |
| 8.1 | 4, 48 |
| 8.2 | 20, 60, 16 |
| 8.3 | 27, 72, |
| | 31, [illegible] 29 |
| 8.4 | 25 |
| 8.6 | 38 |
| 8.7 | 44 |
| 8.8 | 47, 48, 33 |
| | 37, 66 |
| 9.0 | 68, 30 |
| | 19, 26 |
| 9.1 | 71 |
| 9.2 | 36 |
| 9.3 | 78 |
| 9.4 | 34, 52 |
| 9.5 | 43 |
| 9.6 | 76, 42 |

| Grade Score | Lesson Nos. |
|---|---|
| 9.7 | 55 |
| 9.9 | 17 |
| 10.0 | 39 |
| 10.1 | 18 |
| 10.2 | 53, 63, 74 |
| 10.3 | 61 |
| 10.5 | 58 |
| 10.7 | 51 |
| 10.8 | 49, 70, 67 |
| 11.0 | 13 |
| 11.2 | 64 |
| 12.0 | 69, 62 |
| 12.1 | 10 |
| 12.3 | 54 |

The lesson numbers listed here are from the old * book. Given in this order, the lessons resulting in perfect scores will result in ascending graph readings.

A. Condas

SKILLS: Speed
Vocabulary
Comprehension
Skimming

NAME _____

PER. _____

## Mc CALL CRABBS SPEED TESTS

| Test no. ____ | Test no. ____ | Test no. ____ |
|---|---|---|
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| 4. | 4. | 4. |
| 5. | 5. | 5. |
| 6. | 6. | 6. |
| 7. | 7. | 7. |
| 8. | 8. | 8. |
| 9. | 9. | 9. |
| 10. | 10. | 10. |
| 11. | 11. | 11. |
| No right: _____ Gr. Score: _____ | No right: _____ Gr. Score: _____ | No. right: _____ Gr. Score: _____ |

| Test no. ____ | Test no. ____ | Test no. ____ |
|---|---|---|
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| 4. | 4. | 4. |
| 5. | 5. | 5. |
| 6. | 6. | 6. |
| 7. | 7. | 7. |
| 8. | 8. | 8. |
| 9. | 9. | 9. |
| 10. | 10. | 10. |
| 11. | 11. | 11. |
| No. right _____ Gr. score _____ | No. right _____ Gr. Score _____ | No right _____ Gr. Score _____ |

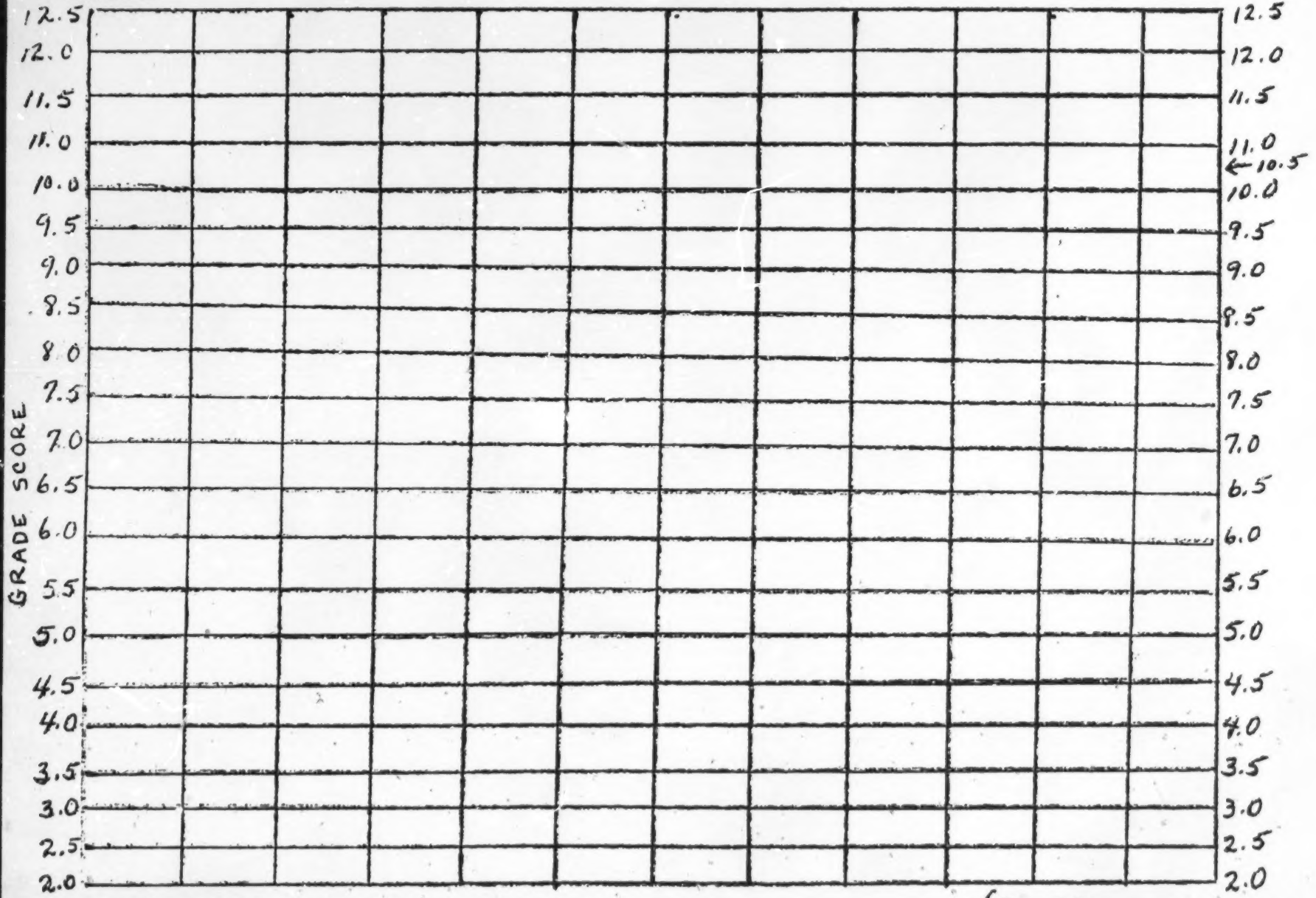


16

Grade Score
Test no.

Name _____ Per. _____

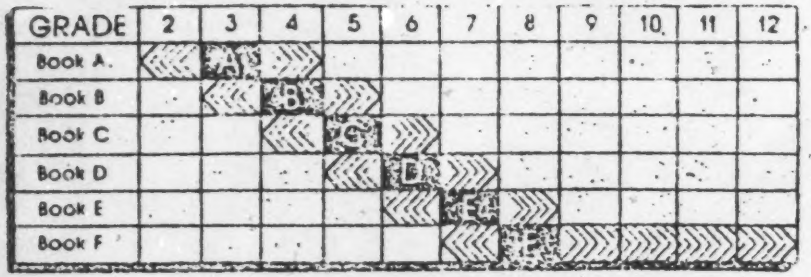
Grade Score






McCall-Crabbs Test Lessons

{Speed
Comprehension




This scope and sequence chart illustrates intended grade level use. In many cases, McCall-Crabbs books may be more appropriately used above or below the indicated range

## INSTRUCTIONAL BENEFITS OF McCALL-CRABBS

- ○ SUPPLEMENT BASAL READING PROGRAMS
- ○ MOTIVATE AND CHALLENGE EVEN THE MOST RELUCTANT READERS
- ○ ALLOW FOR INDIVIDUALIZATION WITH DIFFERENT GRADE LEVEL BOOKS
- MONITOR READING PROGRESS OVER TIME
- ○ PROVIDE A GRADED INFORMAL READING INVENTORY
- ○ PRACTICE TEST-TAKING SKILLS
- ○ PROVIDE "POWER WORK," PROGESSIVELY TIMED OR UNTIMED
- ○ ORAL READING PRACTICE
- ○ USEFUL IN ADULT BASIC EDUCATION, ESL PROGRAMS, AND SPECIAL EDUCATION

## McCall-Crabbs — Price Information

- A Manual/Answer Key will be supplied free with orders for 30 or more books. When applicable, request for gratis copy should be indicated on the order.



| | Price | SBN No. |
|---|---|---|
| Book A | $ 2.15 | 5540-0 |
| Book B | 2.15 | 5542-7 |
| Book C | 2.15 | 5544-3 |

| | Price | SBN No. |
|---|---|---|
| McCalls-Crabbs Kit one of each book and Manual/Answer Key | $ 12.00 | 5554-0 |

TEACHERS COLLEGE PRESS
Teachers College
Columbia University

1234 Amsterdam Ave.
New York, N.Y. 10027

ACCOMPANIED BY PAYMENT (INCLUDING POSTAGE) UNLE CHARGED ON CREDIT CARD.

| | Quantity | Total |
|---|---|---|
| BOOK A | $2.15 (5540-0) | |
| BOOK B | $2.15 (5542-7) | |
| BOOK C | $2.15 (5544-3) | |
| BOOK D | $2.15 (5546-X) | |
| BOOK E | $2.15 (5548-6) | |
| BOOK F | $2.15 (5550-8) | |
| KIT/One of each book $12.00 (includes one Manual/Answer Key) (5554-0) | | |
| Manual/Answer Key $.75 (5552-4) | | |
| Student Answer Sheets Pkg. of 30 $2.75 (5556-7) | | |

| | |
|---|---|
| TOTAL | |
| TAX (where applicable) | |
| MINIMUM POSTAGE & HANDLING CHARGE | $1.00 |
| plus 10¢ per item | |
| TOTAL $ | |

- N.Y. State residents are required to include applicable sales tax.

( ) Purchase Order or School Letterhead Attached

Authorizing Signature _____

Name
School
Address
City
State Zip

CREDIT CARD ORDERS

( ) VISA

CARD # _____

IF MC — INTERBANK # _____ EXP. DATE

READING LAB PAPERBACK FICTION

1. The Acorn People, Jones, Bantam 7.0
2. Against a Crooked Sky, Stewart & Lamb, Bantam
3. Alan and the Animal Kingdom, Holland, Dell 5.0
4. Alan and Naomi, Levoy, Dell 5.0
5. Alien Spring, Schraff, Perfection Form Co. 4.0
6. ✓ Angel Dust Blues, Strasser, Dell 5.8
7. April Morning, Fast, Bantam 5.0
8. ✓ Are You in the House Alone?, Peck, Dell 5.2
9. Ask for Love and They Give You Rice Pudding, Angier, Bantam 5.8
10. Bad Fall, Crawford, Bantam 7.0
11. The Best Little Girl in the World, Levenkron, Warner Books
12. Bless the Beasts & the Children, Swarthout, Pocket Cardinal 7.0
13. ✓ Bonnie Jo, Go Home, Eyerly, Bantam 6.0
14. ✓ Born Innocent
15. Break a Leg, Betsy, Maybe, Kingman, Dell 5.3
16. But I'm Ready to Go, Albert, Dell 4.7
17. Calico Captive, Speare, Dell 6.3
18. The Call of the Wild, London, Perfection Micro Classic 5.0
19. Can You Sue Your Parents for Malpractice?, Danziger, Dell 5.1
20. The Cat Ate My Gymsuit, Danziger, Dell 5.5
21. ✓ Catcher in the Rye, Salinger, Bantam 9.0
22. Cave of Danger, Walton, Washington Square Press 6.0
23. Chloris & the Creeps, Platt, Dell 5.0
24. ✓ The Chocolate War, Cormier, Dell 6.7
25. ✓ Collision Course, Hinton, Dell 5.3
26. Cool Cat, Bonham, Dell 5.2
27. ✓ Cruisin for a Bruisin, Rosen, Dell 5.3

28. Dave's Song, McKay, Bantam 9.0
29. The Dangling Witness, Bennett, Dell 5.2
30. A Day No Pigs Would Die, Peck, Dell 5.0
31. The Day the World Went Away, Schraff, Xerox
32. Deathwatch, White, Dell 5.6
33. Dibs: In Search of Self, Axline, Ballantine 7.0
34. Deenie, Blume, Dell 5.6
35. Dinky Hocker Shoots Smack!, Kerr, Dell 5.7
36. A Dog Named Wolf, Munsterhjelm, Dell 6.2
37. The Dogs, Calder, Dell 7.3
38. Don't Look & It Won't Hurt, Peck, Avon 7.0
39. The Dropout, Eyerly, Berkeley 7.0
40. Durango Street, Bonham, Dell 5.8
41. Edgar Allen, Neufeld, New American Library 4.0
42. Emergency: 10-33 on Channel 11!, Milton, Dell 5.0
43. Escape from Nowhere, Eyerly, Berkley 9.0
44. Fahrenheit 451, Bradbury, Ballantine 7.0
✓ 45. Fair Game, O'Hamlon, Dell 5.1
46. Fail-Safe, Burdick, Dell 7.3 (abridged)
✓ 47. Fair Day and Another Step Begun, Lyle, 5.5
48. Farewell to Manzanar, Houston, Bantam 9.0
49. Faster! A Racer's Diary, Stewart, Paperback Library 7.0
50. Feral, Rouche, Pocket Books
51. Fifteen, Cleary, Dell 5.5
✓ 52. First Blood, Morrell, Fawcett 9.0
54. A Five-Color Buick, and a Blue-eyed Cat, Wood, New Am. Library
✓ 55. Forever, Blume, Pocket Book
56. Francesca, Baby, Oppenheimer,
*53. First Step, Snyder, New American Library

57. Friedrick, Richter, Dell 5.0
58. The Frogman, White, Dell 5.0
59. From the Mixed-Up Files of Mrs. Basil E. Frankweiler, Konigeburg, Dell 5.6
60. Gentlehands, Kerr, Bantam
61. Getting Nowhere, Greene, Dell 5.0
62. The Girl Inside, Eyerly, Berkley 9.0
63. A Girl Like Me, Eyerly, Berkley 7.0
✓ 64. The Girls of Huntington House, Elfman, Bantam 7.0
✓ 65. Go Ask Alice, Anonymous, Avon 8.0 or 9.0
✓ 66. The Grapes of Wrath, Steinbeck, Viking 7.0
67. Guadalcanal Diary, Tregaskis, Popular Library
68. Guy Lenny, Mazur, Dell 5.4
✓ 69. The Graduate, Webb, New American Library 9.0
✓ 70. Head Over Wheels, Kingman, Dell 5.2
✓ 71. Headman, Platt, Dell 5.4
72. Hey, Big Spender, Bonham, Dell 5.4
73. Hey, Dummy, Platt, Dell 5.1
74. Hitchhike, Holland, Dell 5.0
75. Home Before Dark, Birdgers, Bantam 6.0
76. The Hotshot, Slate, Dell Hi-Lo 3.9
77. House of Stairs, Sleator, Avon 7.0
78. I Am the Cheese, Cormier, Dell 5.6
79. I Can Stop Any Time I Want, Trivers, Dell 5.4
80. I Know What You Did Last Summer, Duncan, Archway 5.0
✓ 81. I Want to Keep My Baby, Lee, Signet, New Am. Library,
82. I Was a 98-Pound Duckling, Van Leeuween, Dell 5.4
83. If I Love You, Am I Trapped Forever?, Kerr, Dell 7.0

84. Iggy, Cassidy, Pyramid 4.0 - 6.0 (Hi-Lo edition)
85. I'll Get There, It Better Be Worth the Trip, Donovan, Dell 5.5
86. Into the Road, Richard, Dell
✓ 87. It's O.K. If You Don't Love Me, Klein, Fawcett Crest
88. Jane Emily, Clapp, Dell 5.0
✓ 89. Joy in the Morning, Smith, Harper & Row 6.0
90. Just Dial a Number, Maxwell, Washington Square Press 6.0
91. Karen, Killea, Dell 7.4
✓ 92. Kathleen, Please Come Home, O'Dell, Dell 5.5
93. Knock, Knock, Who's There? Winthrop, Dell 4.7
94. The Late Great Me, Scoppetone, Bantam 5.0
95. Leap Before You Look, Stolz, Dell 5.6
96. Lisa Bright & Dark, Newfeld, New American Library 8.0
97. The Lion-Hearted, Savitz, Signet
98. The Long Black Coat, Bennett, Dell 5.0
99. Lori, Bastein, Scholastic
100. Lottery Rose, Hunt, Tempo Books, Grosset& Dunlap
101. Love Is a Missing Person, Kerr, Dell 5.9
✓ 102. Love Is One of the Choices
✓ 103. Mary Dove, Rushing, Avon 9.0
104. Mary Jane Harper Cried Last Night, Lee, Signet
105. The Maud Reed Tale, Lofts, Dell 5.0
106. The Meat in the Sandwich, Bach, Dell 5.7
✓ 107. Millie's Boy, Peck, Dell 5.0
✓ 108. Mom, the Wolfman, & Me, Klein, Avon 7.0
109. My Name Is Davy. I'm an Alcoholic, New Am. Lib. (Signet)
110. Mystery of the Fat Cat, Bonham, Dell 6.3
111. Never Cry Wolf, Mowat, Dell 7.9

✓ 112. A Nice Italian Girl, Christman, Bantam 6.0

113. The Nitty Gritty, Bonham, Dell 5.8

114. No Man's Land, White, Dell 5.6

115. None of the Above, Wells, Avon 9.0

116. Ode to Billy Joe, Raucher, Dell 5.9

117. The Old Man & the Sea, Hemingway, Chas Scribners, Sons 7.0

118. Old Yeller, Gipson, Harper Row 6.0

119. The Other Side of the Mountain,

120. The Outsiders, Hinton, Dell 4.6

121. The Pearl, Steinbeck, Bantam 4.0

122. The Peter Pan Bag, Kingman, Dell 6.2

✓ 123. Phoebe, Dizenze, Bantam 7.0

124. The Pigman, Zindel, Dell 5.3

125. The Pistachio Prescription, Danziger, Dell 5.1

126. The Plant People, Carlson, Dell Hi-Lo 4.6

127. The Pushcart War, Merril, Grosset & Dunlap 6.0

128. Red Sky at Morning, Bradford, Pocket Book 9.0

129. The Red Pony, Steinbeck, Bantam

130. Representing Superdoll, Peck, Avon 5.0

131. The Room, Holland, Dell 5.3

132. Ronnie & Rosey, Angell, Dell

133. Rumblefish, Hinton, Dell 5.1

134. Run, Sleator, Avon 5.0

135. Run, Baby, Run, Cruz, Pyramid 7.0

136. Run for Your Life, Platt, Dell Hi-Lo 2.2

137. Runaway Ralph, Cleary, Pocket Book 5.0

138. Running Scared, Morton, Xerox 5.0

139. Sarah T., Portrait of a Teenage Alcoholic, Wagner, Ballantine
140. Say Hello to the Hit Man, Bennet, Dell 5.0
✓ 141. See Dave Run, Eyerly, Pocketbook
142. The Slave Dancer, Fox, Dell 5.9
143. Snowbound, Mazur, Dell 5.1
144. Son of Someone Famous, Kerr, Ballantine
145. Sounder, Armstrong, Harper Row 5.0
✓ 146. Steffie Can't Come Out to Play, Arrick, Dell 4.4
✓ 147. Sticks and Stones, Hall, Dell 6.0
148. Summer of Fear, Duncan, Dell 5.8
✓ 149. Summer of '42, Raucher, Dell 5.9
150. Summer of the Monkeys, Rawls, Dell 4.9
151. Summer of the Swans, Byars, Pyramid 6.0
✓ 152. Sunshine, Klein, Avon 9.0
153. The Swarm, Herzog, New American Library 9.0
154. Takers & Returners, York, Grosset & Dunlap 5.0
155. Taking Sides, Klein, Avon 4.0
156. Tennis Rebel, Sanderlin, Dell Hi-Lo 2.3
✓ 157. A Test Of Love, Powers, Dell Hi-Lo 2.3
158. Tex, Hinton, Dell 4.8
159. That Was Then, This Is Now, Hinton, Dell 5.1
160. There Is a Season, Rose, Avon
✓ 161. Toby Alone, Branscum, Avon
✓ 162. Too Bad About the Haines Girl, Sherburn, Xerox
163. The Troublemaker, McKay, Dell 5.3
164. Tuned Out, Wojciechowska, Dell 5.3
165. Tunes for a Small Harmonica, Wersha, Dell 5.5

166. Two for Survival, Roth, Avon
167. Under the Haystack, Engebrecht, Dell 4.7
168. Underground Man, Milton, Dell 5.8
✓ 169. Up in Seth's Room, Mazer, Dell 4.8
170. West Side Story, Shulman, Pocket Book 9.0
171. Walking Out, Elwood & Raht, Tempo Books, Grosset & Dunlap
172. The Weekend, Powers, Dell Hi-Lo 2.5
173. Where the Wild Fern Grows, Rawls, Bantam 6.0
174. The Whys & Wherefores of Littabelle Lee, Cleaver, Signet 6.0
175. A Wild Heart, Carlson, Dell Hi-Lo 1.9
176. Wild in the World, Donavan, Avon 5.0
177. Witch of Blackbird Pond, Speare, 6.1
178. You Are the Rain, Knudson, Dell 5.7
✓ 179. You Would If You Loved Me, Stirling, Avon
180. Your Bird Is Here, Tom Thompson, Wood, Signet 5.0
181. Zanballer, Knudson, Dell 6.4

SERIES

(Can be bought individually)

1. Action and Double Action by Scholastic.
2. Pacemaker Bestellers I, II, and III by Fearon Pitman.
3. Pal Paperbacks (Short Stories) by Xerox.
4. Specter by Fearon Pitman.
5. Globe's Adapted Classics by Globe.
6. Lifeline by Fearon Pitman.

✓ - Handle with care--mature scenes and concepts.

# Gold Letter Of Acclamation

"Nothing Succeeds Like Success"

## monte vista high school

_____, 19__

We at Monte Vista subscribe to the premise that achievement should be recognized. We take great pleasure in informing you that your son/daughter, _____ is doing outstanding work in one or more of the following categories:

- ◯ Homework and seatwork assignments
- ◯ Class participation
- ◯ Tests
- ◯ Oral reports
- ◯ Special projects
- ◯ Use of intelligence
- ◯ Citizenship
- ◯ Service

Comments: _____

_____

_____
Teacher's Signature

_____
Counselor's Signature

_____
Principal's Signature